

F. J. DELAINE ELEMENTARY

5355 Cane Savannah Rd.
Wedgefield, SC 29165

GRADES PK-5 Elementary School

ENROLLMENT 159 Students

PRINCIPAL Dr. Roosevelt Miott 803-494-2661

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	55	22	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	Yes
2004	Good	Good	Yes

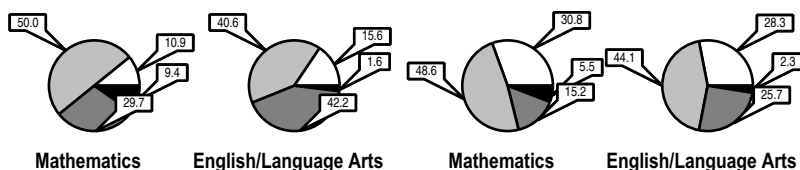
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	70	100.0	15.6	40.6	42.2	1.6	57.8	Yes	Yes
Gender									
Male	28	100.0	20.8	50.0	25.0	4.2	37.5		
Female	42	100.0	12.5	35.0	52.5	0.0	70.0		
Racial/Ethnic Group									
White	10	100.0	20.0	10.0	60.0	10.0	80.0	I/S	I/S
African-American	59	100.0	15.1	47.2	37.7	0.0	52.8	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	59	100.0	11.3	39.6	47.2	1.9	62.3		
Disabled	11	100.0	36.4	45.5	18.2	0.0	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	70	100.0	15.6	40.6	42.2	1.6	57.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	70	100.0	15.6	40.6	42.2	1.6	57.8		
Socio-Economic Status									
Subsidized meals	48	100.0	18.2	45.5	34.1	2.3	54.5	Yes	Yes
Full-pay meals	22	100.0	10.0	30.0	60.0	0.0	65.0		

Mathematics - State Performance Objective = 15.5%									
All Students	70	100.0	10.9	50.0	29.7	9.4	60.9	Yes	Yes
Gender									
Male	28	100.0	8.3	62.5	20.8	8.3	58.3		
Female	42	100.0	12.5	42.5	35.0	10.0	62.5		
Racial/Ethnic Group									
White	10	100.0	10.0	20.0	40.0	30.0	80.0	I/S	I/S
African-American	59	100.0	11.3	56.6	28.3	3.8	56.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	59	100.0	11.3	45.3	34.0	9.4	64.2		
Disabled	11	100.0	9.1	72.7	9.1	9.1	45.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	70	100.0	10.9	50.0	29.7	9.4	60.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	70	100.0	10.9	50.0	29.7	9.4	60.9		
Socio-Economic Status									
Subsidized meals	48	100.0	11.4	56.8	29.5	2.3	54.5	Yes	Yes
Full-pay meals	22	100.0	10.0	35.0	30.0	25.0	75.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	36	100.0	16.7	46.7	33.3	3.3	36.7
	Grade 4	40	100.0	23.7	55.3	21.1	N/A	21.1
	Grade 5	31	100.0	32.3	54.8	12.9	N/A	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	24	100.0	26.1	34.8	39.1	N/A	39.1
	Grade 4	20	100.0	15.0	25.0	55.0	5.0	60.0
	Grade 5	26	100.0	12.0	56.0	32.0	N/A	32.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	36	100.0	30.0	40.0	13.3	16.7	30.0
	Grade 4	40	100.0	26.3	47.4	18.4	7.9	26.3
	Grade 5	31	100.0	38.7	48.4	9.7	3.2	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	24	100.0	30.4	47.8	21.7	N/A	21.7
	Grade 4	20	100.0	N/A	45.0	35.0	20.0	55.0
	Grade 5	26	100.0	12.0	52.0	28.0	8.0	36.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 159)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	13.0%	N/A	3.5%	2.7%
Attendance rate	96.9%	Up from 96.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.2%	3.5%
Eligible for gifted and talented	12.8%	Up from 10.7%	7.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.5%	Down from 20.8%	8.9%	8.2%
Older than usual for grade	6.9%	Down from 7.1%	2.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 11)				
Teachers with advanced degrees	81.8%	Up from 65.0%	47.8%	51.4%
Continuing contract teachers	90.9%	Up from 75.0%	83.6%	87.5%
Highly qualified teachers**	100.0%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	10.0%		0.0%	0.0%
Teachers returning from previous year	69.1%	Down from 83.5%	85.2%	86.7%
Teacher attendance rate	97.8%	Up from 97.5%	94.8%	94.9%
Average teacher salary	\$42,772	Up 9.0%	\$40,285	\$40,760
Prof. development days/teacher	10.4 days	Up from 6.3 days	13.3 days	12.4 days

School				
Principal's years at school	12.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 14.9 to 1	17.6 to 1	18.9 to 1
Prime instructional time	94.4%	Up from 93.3%	89.6%	90.0%
Dollars spent per pupil*	\$7,180	Up 4.3%	\$6,426	\$6,044
Percent of expenditures for teacher salaries*	63.3%	Up from 61.5%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 60.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

F. J. DeLaine Elementary School is an integral part of the Wedgefield community here in Sumter County. It was named after its founder, Mr. Frank James DeLaine. The school was founded in 1911 as Reese Chapel and in later years, it became St. Michael, after the church adjacent to the school.

We presently educate and nurture 153 children from kindergarten through fifth grade. Our student population reflects a rural residential neighborhood. Each child is afforded a rich opportunity to become a lifelong successful learner, which enables him or her to contribute to our ever-changing society. We diligently seek to provide them with a positive learning environment that is specifically designed and tailored to meet the educational needs of all of our students. At F.J. DeLaine, our students have access to a rigorous core curriculum in reading/language arts, social studies, math and science/health with many opportunities for enrichment or remediation. Additionally, all students take weekly classes in physical education, music and art. Students may also attend a Talented and Gifted (TAG) class weekly.

Parents are welcomed and encouraged to be involved in our educational process through participation in our volunteers program, by being active members of PTA, or by attending our Math and Reading Night activities. Workshops are scheduled through our Parent Resource Center during the school year to encourage and assist parents in preparation to help their children at home. F.J. DeLaine promotes continuous communication between school and family through our student-parent handbook, a monthly newsletter, weekly and/or daily progress reports, and parent-teacher conferences.

We believe that each child is truly unique and deserves the opportunity to develop confidence in his or her ability to learn and grow positively. Our hardworking staff is highly skilled and dedicated to the success of our students. We are fortunate to have experienced and knowledgeable teachers to make a difference to our students. The entire staff provides a student-centered approach, where each child's social, emotional, and intellectual needs are equally important.

Dr. Roosevelt Miott, Principal

Lou Ella Wilson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	14	27	22
Percent satisfied with learning environment	100.0%	81.5%	77.3%
Percent satisfied with social and physical environment	92.9%	74.1%	86.4%
Percent satisfied with home-school relations	71.4%	92.6%	72.7%

*Only students at the highest elementary school grade level at this school and their parents were included.